



Year 7 - study four main units per year.

ICT Awareness -The unit gives students the opportunity to learn about a variety of general topics, such as rules for working with ICT, saving and printing, respecting other people's work along with learning how to touch-type and annotating work for their ICT portfolios.

Information & Presentation - In this unit students use a variety of search mechanisms to explore the potential of ICT-based information sources. They research a topic and prepare a PowerPoint presentation for a specific audience.

Desk Top Publishing - In this unit students work in small groups to prepare a printed newsletter. They gather information, process it and output the information into text and image form and explore a variety of image-capture and image-manipulation methods to create suitable image data.

Spreadsheet - In this unit students learn the ways in which a model could be presented in a spreadsheet, identifying the inputs, the rules (formulae) and the outputs. Students construct a model, revising cells, formulae and cell references.

Basic Programming – 3D Animations - In this unit the students will learn basic programming that gives students an experience with computer programming. Students will create high-level animated characters that interact with each other by using the available gallery of 3D objects designed to spark story ideas.

Year 8 – study four main units per year

Public information systems – using the internet to collect information (weather forecasts) and data that is constantly changing. Students used the information collected and inputted this data into Microsoft Excel in order to present the information to a particular audience (future weather mythologists).

Publishing on the web – in this module students designed a website of their choice using Microsoft FrontPage. Students used a variety of multimedia methods such as: sounds, animations, buttons and hyperlinks.

Information – Students in this module learnt how to evaluate information and decide whether a website is: reliable, valid or biased. Also they learnt the difference between fact and opinions. Students used Microsoft Publisher to design a brochure on a controversial issue which they had to research.

ICT System – this will be our final module whereby students will develop an ICT system using the System Life Cycle.

Year 9 - study four main units per year.

Publishing on the web – Students use web technology to design and create a multimedia website of their choice. They designed and implemented a sequence of linked web pages using Microsoft FrontPage and take into consideration design features and information ownership.

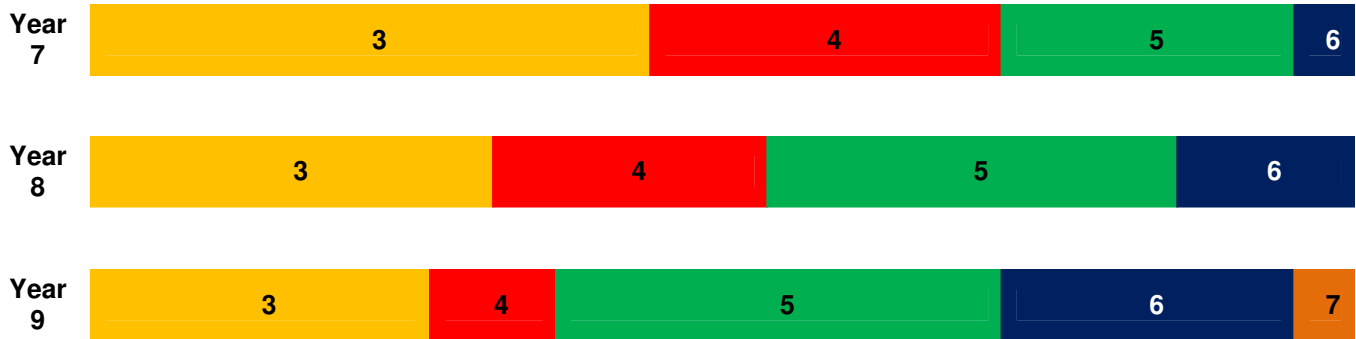
Data Handling - a 'Grease' database using Microsoft Access to produce a system to store contact information for the individuals involved in the production. The work also includes looking at database terminologies and how databases are used in the real world.

The use of ICT in society and the Legal Framework - investigating the large-scale use of data by commercial organisations. The unit is based around the use of ICT in education, industry and commerce. It also introduces Students to the ways in which other organisations collect data, the Data Protection Act and the different ways data can be protected from misuse or damage.

Integrated Project -This unit is designed to develop the skills needed to carry out a project systematically. The project revolves around The Peverel Hall Hotel scenario. At the end of the unit they produce a written report summarising their project and its success. The project is limited to five tasks, namely a 'Desk Top Publishing task', a 'Database task', 'Spreadsheet task', 'Web Design task and a Word Processing task'.

Marking and Assessment Process

Written homework is set weekly and marked according to the school policy, and at the end of each unit of work it is assessed inline with the National Curriculum of England and Wales.



An approximate guide to the distribution of each level attained by students in the UK for ICT

KS3 ICT Stairway to Success



3 You can use ICT to develop ideas and solve problems.

You can find and use information using ICT,
explore computer models including those that use spreadsheets,
find and correct any errors in your work using tools like a spelling checker,
produce a set of instructions to control something like a robot,
use ICT to share ideas e.g. by giving a presentation.

4 You can combine and refine information from various sources

You can search through information looking for links, patterns and differences,
look at what you found and question how realistic your conclusions are,
say whether you think a source of information is inaccurate or biased
control devices so that they behave in a set way and use sensors to measure real events,
use feedback from your audience to improve your work,
compare your use of ICT with other ways of doing the same thing.

5 You can use several ICT tools to complete a task. You constantly check and improve your work as you go along.

You can collect information, select what is needed according to the task, check it is accurate and organise it ready for use,
explore what happens when you change a computer model,
write control instructions making any necessary corrections as you work,
use sensors to monitor and measure events and understand how sensors are used in everyday life,
say how well you have used ICT and understand how you could use it more effectively next time.

6 You can use a range of ICT tools efficiently to complete a task. You use a wide range of information to help you.

You use a range of different sources to collect a range of information for problem solving,
predict what will happen if you change the data or the rules in a computer model,
say how accurate a computer model is by using information from other sources to check its behaviour,
write and improve instructions that monitor, measure and control devices efficiently,
present your work using different styles and formats to suit your audience,
discuss how your parents' lives have changed as a result of ICT and how it currently affects different areas of society (e.g. entertainment, health, transport).

7 You can design, create and improve ICT systems, using feedback from the users.

You find out what users want and use their requirements to design your work,
make sure that your design could work for other people in different situations,
list a range of tests that could be used on your system, rewriting them in the form needed in order to carry them out,
collect and analyse physical data using ICT-based sensing equipment (e.g. use weather station data to write a summary of last week's weather that would be useful to a farmer or a supermarket manager),
design ICT-based models that use variables, in order to meet particular needs,
use information from a wide variety of ICT-based and other sources,
explain the advantages and limitations of different information handling systems in areas such as health, education and business.

Use ICT
Combine and refine information
Able to use a range of ICT tools
Use ICT with some efficiency and consider more complex information
Understand ICT systems

Bracknell Forest teachers
15/07/03